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ABSTRACT

The third of three basic packages of materials for cultural instruction in Newfoundland and Labrador's elementary level French program builds on the two previous units covering the concept of various cultures and nearby French Canadian cultures through a study of French Canadian culture in general. The materials are intended to complement materials already in use by teachers, and are a response to teacher requests for direction in teaching culture. The teaching guide contains a discussion of the role of cultural education in the elementary French program, a list of 11 general goals of the three "Ensembles Culturels," an outline of the grade 6 course, notes on integration with material in other subject areas, and notes on evaluation. The grade 6 outline includes specific objectives for linguistic content and cultural understanding, basic content texts and materials, suggested enrichment content and other resources, teaching strategies, and suggested enrichment strategies. (MSE)

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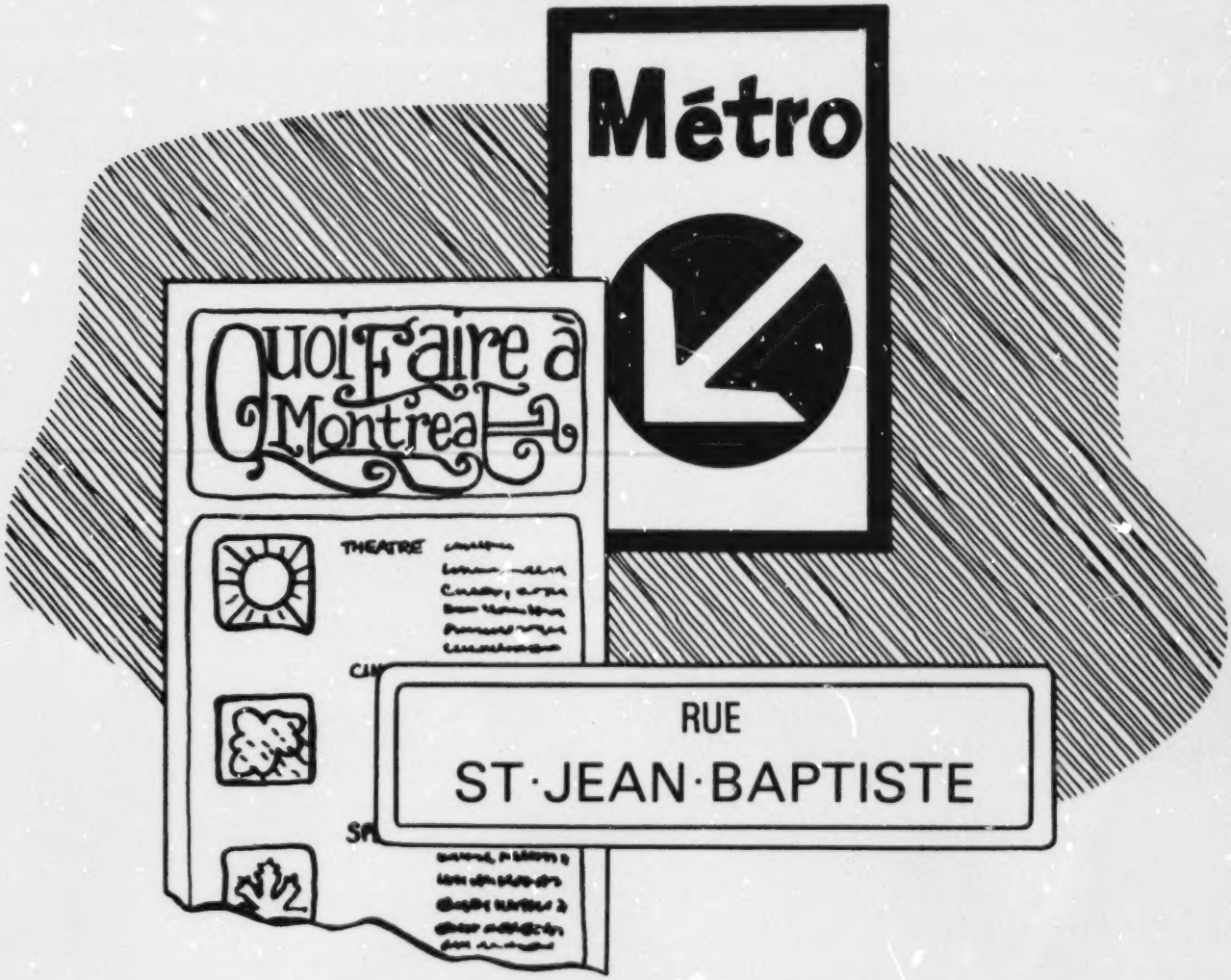
ENSEMBLE CULTUREL 3

Teacher's Resource Book



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FL 014 412

FRENCH AS A SECOND LANGUAGE

Ensemble Culturel 3

Grade 6

FOREWORD

Ensembles Culturels 1,2, & 3 are basic packages of materials for cultural instruction intended to complement rather than replace materials and activities teachers may already use for this purpose. Their preparation involved research, selection of content, production of some materials, and the writing of the teacher guide.

Ensembles Culturels begin by introducing the notion of many world cultures (Grade 4) and build on this understanding through a study of francophone cultures closest to us - Newfoundland, Acadia, St. Pierre - (Grade 5) and French-Canadian culture in general (Grade 6).

I wish teachers every success in this very important area of second-language instruction.

Lynn Verge
Minister of Education

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The Department of Education gratefully acknowledges the contribution of the working group responsible for the preparation of these teaching units. Members of the group are as follows:

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INTRODUCTION

There is a tendency in second-language programs to concentrate almost exclusively on the linguistic aspect of language study. Although cultural awareness and appreciation have been aims of our French programs, cultural instruction has been viewed as secondary to the development of language skills. But language and culture are inextricably linked: learning French gives us access to francophone culture; learning about francophone culture gives us a deeper understanding of the language. Therefore, it is time for cultural instruction to occupy a more prominent place in second-language study.

What is Culture?

In second-language teaching, it has been common to distinguish two types of culture - "Big C" and "small c". In the past, grammar translation courses emphasized "Big C" culture: important achievements in art, music, literature, and science. Later, the focus shifted to "small c" culture: the behavioural patterns or lifestyles of a people. Nowadays, culture is widely accepted to be a composite of the two; a broad concept that embraces all aspects of human life.

Culture and the French Program

Culture should be part of the French program from the outset. This way, the student will develop a broader understanding of the culture of the French-speaking world, especially French Canada, and will be motivated to learn more.

The teaching of francophone culture should focus on the affective development of the student. It should foster:

1. an understanding of oneself and one's own culture
2. the development of such traits as sensitivity to others and tolerance

3. the realization that all people are alike in that they all have the same basic human needs

4. recognition that differences between people exist both between and within cultural groups.

The expected result of the emphasis on both linguistic competence and cultural awareness is that students will acquire a bicultural and a bilingual capacity. The degree to which students exhibit both of these capacities will indicate the degree of success of the French program.

Ensembles Culturels

The Ensembles Culturels are the response to many requests from teachers for some direction in teaching culture to Grades 4, 5, and 6. However, the Ensembles do not presume to dictate; rather, they are meant to be a framework upon which French teachers can create their own culture program. If any teacher feels a particular theme not included here would interest her class, she is at liberty to explore it. The primary objective of the Ensembles is to assist teachers who have expressed a need for such a guideline.

Two main factors determined what information to offer at each level. First, the teaching time available for French at these levels means only a fairly small body of information can be offered each year. Secondly, it was decided that the themes to be studied should follow this order:

1. Grade 4 - The many cultures in the world.

2. Grade 5 - Francophone cultures closest to us (Newfoundland and Labrador, Acadia, St. Pierre).

3. Grade 6 - French-Canadian culture.

GENERAL AIMS OF ENSEMBLES CULTURELS

In keeping with H. Ned Seelye's aims in Teaching Culture[1], the following are suggested as general aims of the Ensembles Culturels. Students should demonstrate:

1. an understanding that francophones act the way they do because they are using options the French-speaking world allows for satisfying basic human needs
2. an understanding that the way francophones speak and behave is a natural outcome of their environment
3. an understanding of conventional reactions to common and crisis situations that might arise in a French-speaking society
4. the ability to visualize culturally appropriate images evoked by the French language
5. the ability to evaluate the relative strength of a generality (in reference to stereotyping)
6. the skills needed to locate and organize information about French-speaking people from the library, mass media, people, and personal observation
7. intellectual curiosity about francophone culture, and empathy for francophones
8. an understanding that issues can be viewed from different angles and that no one approach is necessarily better than another
9. an ability to profit more fully from leisure time
10. heightened self-understanding and appreciation of their own culture
11. an understanding that civilization and culture contribute significantly to language development and use.

[1] H. Ned Seelye, Teaching Culture (Skokie, Ill.: National Textbook, 1975), pp. 38-46.

GRADE SIX

Cultural Focus

Sensitizing the students further to the French-Canadian fact, focusing on music, special holidays, and landmarks.

Objectives

Students will be able to:

1. give an account of customs and holidays celebrated by French-speaking Canadians
2. recite and sing "O Canada" in French
3. identify some prominent French-Canadian landmarks, such as the fortified walls around Québec, Château Frontenac, Ste. Anne de Beaupré, Mont Royal, Terre des Hommes, Vieux Montréal, La Cathédrale de St. Boniface, Louisbourg
4. identify well-known French-Canadian folk songs
5. identify such prominent political and historical figures as Pierre Trudeau, René Lévesque, Louis Riel, Père LaCombe, Montcalm, Champlain, and Jacques Cartier
6. identify and describe such prominent events in French-Canadian history as the Dispersion of the Acadians, the hanging of Louis Riel, the battle of the Plains of Abraham
7. describe the importance of French explorers to the history of Canada.

Basic Content

1. French Canadian Folk Songs (record)
2. Le Carnaval de Québec (cultural module)
3. Le Temps des Fêtes (cultural module)

Suggested Enrichment Content

Films

"Georges-Etienne Cartier - The Lion of Québec" (16 min.) National Film Board (N.F.B.)

"Just Another Job" (27 min.) N.F.B.

"Louis Hippolyte Lafontaine" (28 min.) N.F.B.

"Louis-Joseph Papineau - the Demi-God" (26 min.) N.F.B.

"Le Québec as Seen by Cartier Bresson" (10 min.) N.F.B.

"Samuel de Champlain" (14 min.) N.F.B.

"We Sing More Than We Cry" (16 min.) N.F.B.

"Why I Sing" (57 min.) N.F.B.

Other Resources

C'est la Récréation (record) by Edith Butler, Angèle Arsenault, and Jacqueline Lemay.

Records by such French-Canadian artists as René Simard, Edith Butler, Beau Dommage.

Slide presentations on French-Canadian landmarks and customs.

Teaching Strategies

1. (a) After a brief discussion of the importance of holidays in Newfoundland and Labrador (e.g. Guy Fawkes Day, caplin rolling, lobster boil), begin a discussion of French-Canadian holidays.

   (b) Use the cultural modules Le Carnaval de Québec and Le Temps des Fêtes (these should be dealt with at the appropriate time of year).

2. (a) Using the record and lyrics provided, choose certain selections and explain their origin or social significance, or both. Encourage appreciation of the beauty of the selections by having students learn to sing them.

Suggested Enrichment Strategies

1. Have some students stage in pantomime various French-Canadian holidays and have the remainder of the class identify the holiday.

2. Gradually expose students to popular French-Canadian artists and encourage discussion on the qualities of each. This activity can lead to a broadening of their musical tastes.

3. Follow slide presentation by having students write to appropriate locations asking about such things as the availability of postcards, brochures, historical booklets, and other realia.

4. (a) Divide the class into groups and have each group prepare data on one or several of the following people: Trudeau, Lévesque, Riel, Montcalm, Champlain, Cartier, les Voyageurs, Georges Vanier, Jules Léger, Père LaCombe. Also, students could suggest and follow-up on famous historical figures they have studied in social studies, focusing on the contributions each figure made to our country.

   (b) Following the same procedure suggested in 4.(a), have students choose important French-Canadian events (for example, expulsion of the Acadians, Battle of Québec) and research them. Students could present the results of this research through class presentations, papers, or, with more creative groups, an enactment of some appropriate scenes.

INTEGRATION

Integration means using resources available in other subject areas of a student curriculum to complement the teacher presentation of a given theme. Integration can help enormously to enrich a program that teaches Canadian culture to young Canadians.

The social studies program will provide the most direct backdrop for the Grade 6 Ensemble; Grade 6 social studies deals with the study of French Canada's past.

EVALUATION

In the Ensembles Culturels, culture study is viewed primarily as a source of motivation and, therefore, formal evaluation procedures are not overly stressed. This is not to suggest that the teacher should not evaluate student growth in this area. The teacher should monitor progress in the cognitive and skill areas through observation of student performance during class activities and discussion. The primary focus, however, is on the affective domain, notably growth in student interest, participation, attitudes, and values.

The teacher can select from a variety of evaluation techniques for affective outcomes: interviews, surveys, questionnaires, and rating scales. A rating scale is a very useful instrument for keeping a record of relative student growth. Ideally, the scale would include a range from above- to below-average for such areas as participation, respect for others, tolerance of differences in peoples, interest in francophone culture, and awareness of French Canada. By rating student progress in the affective areas, the teacher can develop a record of individual student growth which can be inserted into the student's report card.

The Ensembles Culturels for Grades 4 to 6 are designed to provide students with the foundations of a basic knowledge and appreciation of francophone culture. Crucial to the acceptance of that culture and its language is a spirit of respect and tolerance. Student growth in these affective areas will to a large extent determine the success of the Ensembles Culturels and, indeed, of the entire French program.